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ABSTRACT

This paper examines the deficiencies of elementary and secondary education in preparing black and disadvantaged students for higher education. Inadequacies in teacher education programs and staff development efforts are discussed along with the possibilities for change offered by alternative and private schooling and preschool intervention programs. Recommendations for improving preschool and elementary education, teacher education, inservice training programs, and school curricula are offered. (APM)

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The Impact of the Feeder System on Higher Education

by Dr. Sarah E. Moten

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"THE IMPACT OF THE FEEDER SYSTEM ON HIGHER EDUCATION"

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THOROUGHBRED ROOM
WEDNESDAY, MARCH 4,1981
9:30 AM—12:30 PM

EDUCATIONAL OPPORTUNITY IS A SHRINKING SPECTRUM IN THE EDUCATIONAL EXPERIENCES OF STUDENTS WHICH EACH YEAR CONFINES OR RESTRICTS THE SUBSEQUENT CHOICES NORMALLY AVAILABLE TO STUDENTS. THE ACADEMIC AND SOCIAL EXPERIENCES ENCOUNTERED BY CHILDREN DURING THEIR ELEMENTARY SCHOOL YEARS AFFECT THE SUCCEEDING SECONDARY SCHOOL YEARS AND THOSE YEARS, IN TURN, AFFECT THE HIGHER EDUCATION YEARS. THE EXPERIENCE AND PROBLEMS ENCOUNTERED MOST OFTEN BY YOUTH ARE SO CONSTITUTED IN THIS SELF-SUSTAINING SERIES OF EVENTS THAT THEIR IMPACT AND MANIFESTATION ARE A CONTINUED SUCCESSION OF DIFFICULTIES EXTENDING THROUGH HIGHER EDUCATION AND ADULT LIFE. THUS, ACCESS TO HIGHER EDUCATION CANNOT BE DISCUSSED WITHOUT CONSIDERING THE ELEMENTARY AND SECONDARY PUBLIC SCHOOLS, THE CONDUIT THROUGH WHICH MOST BLACK AMERICANS PROCEED.

STUDENTS ARE DROPPING OUT OF AND/OR GRADUATING FROM SCHOOL WITH INADEQUATE SKILLS. COLLEGE FACULTIES FACED WITH THE ENTRY OF A GROWING NUMBER OF STUDENTS WHO ARE UNPREPARED

TO MASTER THE CURRICULUM ARE FRUSTRATED BY AN INABILITY TO EXPEDITIOUSLY IMPART THE BASIC SKILLS. AS MORE AND MORE STUDENTS ARE IN NEED OF REMEDIAL COURSES, COLLEGES AND UNIVERSITIES ARE DEMANDING THAT PUBLIC SCHOOLS DO A BETTER JOB. SIMILARLY, THE BUSINESS COMMUNITY, FORCED IN MANY CASES TO DEVELOP ITS OWN "SCHOOLS" TO TEACH BASIC SKILLS, IS CALLING ON URBAN EDUCATION SYSTEMS TO SEND THEM HUMAN BEINGS WHO ARE ADEQUATELY PREPARED TO PERFORM AS COMPETENT EMPLOYEES. EVEN IN THIS TIME OF INFLATION AND HIGH UNEMPLOYMENT, NUMEROUS ENTRY LEVEL JOBS REMAIN UNFILLED BECAUSE OF THE DEFICIENCY OF THE POTENTIAL YOUNG EMPLOYEE IN READING, WRITING AND COMPUTATION. INDEED CORPORATE HEADQUARTERS ARE MOVED TO LOCATIONS WHERE EXECUTIVES FEEL THE SCHOOLS TURN OUT BETTER PREPARED POTENTIAL EMPLOYEES.

THE ABILITY TO ASSIMILATE, COMPREHEND AND ANALYZE INFORMATION CANNOT BE ACQUIRED AT THE BEGINNING OF THE COLLEGE FRESHMAN YEAR. THE EXISTENCE OF THE CAPACITY TO DO SO IS ASSUMED IN MOST COLLEGE-LEVEL INSTRUCTIONAL MATERIALS. ACCORDINGLY, THE PREDISPOSITION FOR REAL INTELLECTUAL ACHIEVEMENT SHOULD BE INSTILLED AT LEAST BY FIRST GRADE. FOR IF IT IS NOT, THE 18-YEAR OLD COLLEGE BOUND STUDENT WILL EXPERIENCE DIFFICULTY IN MASTERING OR BENEFITING FROM EXPOSURE TO INSTITUTIONS OF HIGHER EDUCATION.

BLACK COLLEGES HAVE A HISTORY OF MOLDING DEFICIENT FRESHMEN INTO SENIORS WHO HAVE ACHIEVED AN ADMIRABLE DEGREE

OF ACADEMIC SUCCESS. THIS IS A VITAL PART OF HISTORICALLY BLACK HIGHER EDUCATION INSTITUTION'S ACHIEVEMENT AND TRADITION. THIS IS THE AREA IN WHICH THEY HAVE EXCELLED. BUT, TODAY, THAT TRADITION OF EXCELLENCE IS IN JEOPARDY. ONE OF THE PROGRAMS OF THAT TRADITION, TEACHER EDUCATION, HAS HAD TO REVAMP ITS CURRICULUM IN ORDER TO ADDRESS THE ISSUES OF TODAY. A NEW EMPHASIS IN TEACHER PREPARATION CURRICULUM SHOULD PREPARE COLLEGE STUDENTS TO COPE WITH THE SPECIAL NEEDS OF SCHOOL-AGE CHILDREN WHO ARE EXPERIENCING DIFFICULTIES IN MEETING THE ACADEMIC GOALS SET BY SCHOOL DISTRICTS. STAFF DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL TEACHERS ARE ACTIVITIES THAT COULD AFFECT CHANGE AND RAISE ACADEMIC STANDARDS FOR BOTH TEACHERS AND CHILDREN. THESE IN-SERVICE PROGRAMS, IF THEY ARE TO BE SUCCESSFUL, MUST BE DESIGNED TO ENCOURAGE TEACHER PARTICIPATION AND ENTHUSIASM. INDIVIDUAL PROGRAMS CAN FOCUS ON THE ISSUES AND PROBLEMS PECULIAR TO A PARTICULAR SCHOOL AND ITS CHILDREN. SCHOOL DISTRICTS MUST ASSESS IN-SERVICE PROGRAMS IN THE AREAS OF INSTRUCTIONAL LEADERSHIP, TEACHER PERFORMANCE PLANNING AND EVALUATION, SUPERVISION, SCHOOL-WIDE GOAL SETTING AND PLANNING AND ADMINISTRATIVE PERFORMANCE PLANNING AND EVALUATION. THROUGH MANY STUDIES WHICH HAVE BEEN CONDUCTED, IT HAS BEEN DOCUMENTED THAT FEW TEACHER PREPARATION PROGRAMS ADDRESS THE PROBLEMS OF PRACTICE, AND THAT STAFF DEVELOPMENT PROGRAMS DO LITTLE MORE THAN RESPOND

TO STATE OR FEDERAL MANDATES FOR PROGRAM CHANGE OR DE-SEGREGATION.

THE FOCUS OF CHILDHOOD EDUCATION--INCLUDING THE CELEBRATED PROJECT HEAD START--IS OF MUCH USE IN ENHANCING CHILDREN'S ACADEMIC POTENTIAL. (ARTICLE: PRESCHOOL PAYS PARADE/WASHINGTON POST NEWSPAPER, MARCH 1, 1981)

> A RECENTLY RELEASED CARNEGIE CORPORATION REPORT REVEALS THAT PRESCHOOL EDUCATION , ESPECIALLY FOR CHILDREN FROM POOR FAMILIES, PAYS.
>
> FOR THE PAST 18 YEARS, CARNEGIE RESEARCHERS HAVE BEEN STUDYING MORE THAN 120 DISADVANTAGED CHILDREN TO DETERMINE THE BENEFITS OF PRESCHOOL EDUCATION. THE RESEARCHERS FOUND THAT THE HALF WHO RECEIVED SUCH TRAINING DID BETTER IN LATER GRADES, SCORED HIGHER ON STANDARDIZED HIGH SCHOOL TESTS, HAD FEWER DISCIPLINARY PROBLEMS, AND FELT BETTER PREPARED FOR JOBS.

IN OUR UNDERSTANDING OF A CHILD'S INTELLECTUAL POTENTIAL, WE MUST WANT TO CAPITALIZE ON IT. THERE ARE COUNTLESS EXAMPLES OF CHILDREN WHO GREW UP IN POOR ENVIRONMENTS AND SUCCEEDED ACADEMICALLY, PROFESSIONALLY AND SOCIALLY. WHAT IS CRITICAL, HOWEVER, IS MAXIMIZING EVERY CHILD'S POTENTIAL. CHILDREN SHOULD NOT BE REQUIRED TO BE OVER-ACHIEVERS OR

GIFTED TO BE ABLE TO COMPETE SUCCESSFULLY WITH ALL CHILDREN, INCLUDING YOUNGSTERS FROM "IDEAL" HOMES AND COMMUNITY ENVIRONMENTS.

THE ADVANTAGE IN PRESCHOOL INTERVENTION IS THAT PRESCHOOL CAN MAKE A POSITIVE AND LASTING DIFFERENCE IN SOME IMPORTANT ASPECTS OF THE LIVES OF DISADVANTAGED CHILDREN. THIS HAS MAJOR SIGNIFICANCE BECAUSE THE KEY FACTORS IN EARLY CHILDHOOD DEVELOPMENT DETERMINE FUTURE ASPECTS OF THE LIVES OF CHILDREN. THUS, IN EXAMINING THE PROCESS OF ACADEMIC AND SOCIAL GROWTH, NO AGE GROUP IS IRRELEVANT IN UNDERSTANDING THE PROBLEMS IMPACTING HIGHER EDUCATION. MAJOR EMPHASIS SHOULD BE GIVEN TO THE DEVELOPMENT OF COMPREHENSIVE RESEARCH PROGRAMS TO EXAMINE PRESCHOOL AND CLASSROOM EXPERIENCES AND TO ANALYZE THE WAY IN WHICH THESE EXPERIENCES RELATE TO HIGHER EDUCATION.

CONDITIONS SUCH AS VIOLENCE AND VANDALISM, LOW TEST SCORES, HIGH DROPOUT RATES, STUDENT AND COMMUNITY APATHY, TEACHER AND ADMINISTRATOR "BURN OUT", EXIST, IN VARYING DEGREES, IN URBAN, SUBURBAN AND RURAL SCHOOLS. LET THERE BE NO MISTAKE, SUCH UNDESIRABLE CONDITIONS ARE UNIQUE EXCLUSIVELY TO URBAN SCHOOL DISTRICTS. NEVERTHELESS, WE NEED TO FOCUS ON URBAN COMMUNITIES BECAUSE, THE IMPACT OF THESE CONDITIONS ON URBAN SCHOOLS IS MUCH MORE SEVERE, THEY ARE MUCH MORE SEVERE BECAUSE IN LARGE PART THE CLIENTELE IS PREDOMINANTLY POOR AND BLACK. THESE CONDITIONS

ARE SEVERE--THE CLIENTELE IS LIKELY TO REMAIN POOR AND WE SHOULD NEVER FORGET THAT THEY WILL REMAIN BLACK. IN MANY URBAN SCHOOL SYSTEMS, BANKRUPTCY IS IMMINENT. PUBLIC EDUCATION IS BEING VIEWED INCREASINGLY BY THE POOR AS INESCAPABLE, WHILE MIDDLE CLASS BLACK AND WHITE PARENTS ARE TURNING TO PRIVATE SCHOOLING. TODAY, THERE ARE SIMPLY NO ACCOLADES FOR URBAN PUBLIC EDUCATION. IF PUBLIC SCHOOLS CONTINUE THE DELIBERATE MISEDUCATION OF THE CHILDREN OF THE URBAN POOR AND BLACK THE DEMISE OF OUR NATION IN THE LONG RUN IS INEVITABLE. CITIZENS ARE EXHIBITING A DECLINING INTEREST AND FAITH IN ALL PUBLIC INSTITUTIONS, PARTICULARLY THE PUBLIC SCHOOLS, WHICH PROVIDE THE BASIS FOR TRUE HARMONY AND COOPERATION THROUGHOUT OUR SOCIETY.

INCREASINGLY, BLACK MIDDLE CLASS PARENTS ARE DISSATISFIED WITH AMERICAN PUBLIC EDUCATION AT THE ELEMENTARY AND SECONDARY LEVELS AND ARE TURNING TO PRIVATE AND ALTERNATIVE SCHOOLS. THE FUTURE OF PRIVATE AND ALTERNATIVE SCHOOLS IS DEPENDENT UPON THE ABILITY OF PUBLIC SCHOOLS TO ADAPT THEMSELVES TO THE NEEDS OF STUDENTS. THEY WILL CONTINUE TO BE SOUGHT BY PARENTS AS LONG AS THE REASONS AND NEEDS FOR ALTERNATIVES CONTINUE TO EXIST.

CONGRESSWOMAN SHIRLEY CHISHOLM VIEWS THE SHIFT TO SEEKING ALTERNATIVE EDUCATION AS A RESPONSE TO WIDESPREAD DISSATISFACTION WITH PUBLIC SCHOOLS NOW FAILING LARGE

NUMBERS OF DISADVANTAGED YOUTHS. IN INTRODUCING THE ALTERNATIVES AND WORK-SITE EDUCATION ACT OF 1980, SHE STATED:

> THE MAJOR THRUST OF THIS LEGISLATION IS TO SUPPORT LOCAL ALTERNATIVE EDUCATION PROGRAMS RUN BY NONPROFIT COMMUNITY-BASED ORGANIZATIONS IN AREAS OF GREAT NEED. DIRECT LINKS BETWEEN THESE ENTITIES AND LOCAL EMPLOYERS WOULD BE ESTABLISHED TO PROVIDE JOBS OR JOB TRAINING TO STUDENTS ENROLLED IN THE ALTERNATIVE EDUCATION PROGRAM. BASIC EDUCATION AND SKILLS SPECIFICALLY RELATED TO WORK WOULD BE TAUGHT IN THE CLASSROOM, BUT 8 TO 20 HOURS OF EACH STUDENT'S WEEK WOULD BE SPENT EARNING A MINIMUM WAGE OR MORE AT A JOBSITE. LOW TEACHER-STUDENT RATIOS, INTENSIVE COUNSELING, DIRECT PARENT INVOLVEMENT, YEAR-ROUND OPERATION, AND STRINGENT EVALUATION WOULD ALSO BE FEATURES OF THESE PROGRAMS.
>
> IN ADDITION, THE BILL WOULD: FIRST, ESTABLISH WITHIN THE DEPARTMENT OF EDUCATION AN OFFICE OF ALTERNATIVE AND WORK-

> SITE EDUCATION UNDER THE ASSISTANT SECRETARY FOR RESEARCH AND IMPROVEMENT; SECOND, MANDATE NATIONAL AND LOCAL OCCUPATIONAL SURVEYS TO DETERMINE PROBABLE NEEDS OF EMPLOYERS; AND THIRD, CREATE A NATIONAL CLEARINGHOUSE ON ALTERNATIVE AND WORK-SITE EDUCATION TO COLLECT AND DISSEMINATE INFORMATION ON RELATED PROGRAMS.

CAROL GIBSON, EDUCATION DIRECTOR FOR THE NATIONAL URBAN LEAGUE POINTS OUT;

> THROUGHOUT THE URBAN LEAGUE MOVEMENT OUR EXPERIENCES WITH ALTERNATIVE EDUCATION SUBSTANTIALLY DEMONSTRATE THAT CULTURALLY BIASED PRACTICES CAN BE DISCONTINUED, VALID STAND DS OF ACHIEVEMENT CAN BE UTILIZED, AND OUR CONSTITUENTS CAN ATTAIN SKILLS WHICH ENABLE THEM SUCCESSFULLY TO COMPETE WITHIN ALL OF THEIR PEER GROUPS.

THE GREATEST CONCENTRATION OF CHILDREN IS IN THE PUBLIC SCHOOL SYSTEM AND FOR CHILDREN ENROLLED IN THE PUBLIC SCHOOL SYSTEM QUALITY EDUCATION CONTINUES TO BE A LONG STANDING OBJECTIVE. IT IS CLEAR THAT THE QUALITY OF EDUCATION RECEIVED FROM KINDERGARTEN THROUGH THE TWELFTH GRADE DETERMINE

THE OPPORTUNITIES AND QUALITY OF LIFE AFFORDED LATER IN IN LIFE. GIVING CHILDREN THE OPPORTUNITY TO MASTER SKILLS NECESSARY FOR SURVIVAL IN OUR RAPIDLY CHANGING SOCIETY IS MOST IMPORTANT TO ALL PARENTS, REGARDLESS OF RACE OR SOCIO-ECONOMIC STATUS. PARENTS ARE CONCERNED ABOUT THE QUALITY OF LIFE THAT WILL BE EXPERIENCED BY THEIR CHILDREN. POOR PARENTS, BLACK PARENTS, HISPANIC PARENTS WANT THEIR CHILDREN TO HAVE EQUAL ACCESS TO EDUCATION AND EMPLOYMENT OPPORTUNITIES. IMPROVING THE QUALITY OF EDUCATION OFFERED TO THEIR CHILDREN AND INITIATING NECESSARY CHANGES ARE THE GOALS OF PARENTS EVERYWHERE. IT IS IMPERATIVE THAT PARENTS, TEACHERS, ADMINISTRATORS, LEGISLATORS AND ACADEMICIANS MOVE QUICKLY TO DEMAND NECESSARY CHANGES IN OUR PUBLIC SCHOOLS TO ASSURE THAT CHILDREN ARE COMPETENT IN THE BASIC SURVIVAL SKILLS OF READING, WRITING AND ARITHMETIC.

THE U. S. DEPARTMENT O EDUCATION HAS ORGANIZED THE NATIONAL DIFFUSION NETWORK (NDN). ITS PURPOSE IS TO IDENTIFY GOOD EDUCATIONAL PROGRAMS REPLICATED IN SCHOOL DISTRICTS AND THROUGHOUT THE NATION. CURRENTLY, THE SUCCESSFUL PROGRAMS BEING ADOPTED BY A VARIETY OF SCHOOL SYSTEMS DEAL WITH SCHOOL DROP-OUT, THE HANDICAPPED, THE ACADEMICALLY DISABLED, AND TRUANTS AS WELL AS PROGRAMS DESIGNED TO HELP TEACHERS IMPROVE THEIR SKILLS IN CLASSROOM MANAGEMENT. NDN IS TRYING TO SPREAD THE MESSAGE THAT SCHOOL

EFFECTIVENESS IS OCCURRING IN MANY COMMUNITIES AND CAN BE REPLICATED IN OTHER SYSTEMS.

THERE ARE 16,000 SCHOOL SYSTEMS THROUGHOUT THE NATION THAT ARE CHARGED WITH TRANSMITTING BASIC SURVIVAL SKILLS TO AMERICA'S 44 MILLION PUBLIC ELEMENTARY AND SECONDARY SCHOOL CHILDREN. BETWEEN 1970 AND 1978 ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS DECREASED NATION-WIDE BY 3.3 MILLION PUPILS OR 7.2 PERCENT. THIS INCREASING DECLINE IN ENROLLMENT HAS BECOME A MATTER OF GROWING INCREASING INTEREST TO THE PUBLIC AND SCHOOL ADMINISTRATORS. PUBLIC SCHOOL ENROLLMENT PEAKED IN MOST STATES IN THE MID-1970'S AND HAS BEEN DECLINING SINCE THEN.

PRESERVICE TEACHERS SHOULD BE READIED FOR THE REALITIES OF CLASSROOM LIFE; AND THEY SHOULD BE PROVIDED WITH INFORMATION THAT WILL HELP THEM ACHIEVE INSTRUCTIONAL GOALS. UNFORTINATELY, PRE-SERVICE AND IN-SERVICE EDUCATION SELDOM FOCUSES DIRECTLY ON THE PROBLEMS TEACHERS ENCOUNTER. TOO OFTEN, PUBLIC SCHOOL TEACHERS ARE NOT AS EFFECTIVE AS PARENTS, ADMINISTRATORS AND STUDENTS WOULD WISH. TEACHER EDUCATION PROGRAMS AND COLLEGES AND UNIVERSITIES HAVE RECEIVED MUCH CRITICISM FOR INADEQUATELY PREPARING STUDENTS FOR CLASSROOM TEACHING. AMONG THE CRITICISMS ARE THE FOLLOWING:

- TEACHER EDUCATION MAJORS ARE GRADUATED WITH LOW READING PROFICIENCY LEVELS AND

ARE ILL PREPARED TO TEACH CHILDREN HOW TO READ;

- GRADUATES ARE BEING PREPARED TO TEACH MIDDLE CLASS STUDENTS AND NOT PREPARED TO COPE WITH THE SPECIAL NEEDS OF STUDENTS FROM LOW SOCIOECONOMIC ENVIRONMENTS;
- GRADUATES ARE NOT BEING SENSITIZED TO THE RELATIONSHIP BETWEEN LIFE CIRCUMSTANCES OF THE INNER CITY AND ITS EFFECTS ON CHILD DEVELOPMENT;
- GRADUATES ARE NOT BEING EXPOSED TO URBAN ENVIRONMENTS AND, THUS, LACK EXPERIENCE AND KNOWLEDGE WHICH MIGHT BE APPLIED IN CLASSROOM SITUATIONS;
- ATTITUDES TOWARD MINORITY CHILDREN ARE NOT BEING EVALUATED IN THE SCREENING AND TRAINING OF PROSPECTIVE TEACHERS AND, THEREFORE, THOSE ATTITUDES AND FEELINGS WHICH AFFECT A CHILD'S DESIRE AND ABILITY TO LEARN ARE BEING IGNORED; AND
- GRADUATES LACK SKILLS IN TEST INTERPRETATION WHICH ARE NECESSARY IN EVALUATION OF AND RESPONSE TO INDIVIDUAL ACADEMIC DIFFERENCES AND NEEDS.

THE FORMER SECRETARY OF EDUCATION, SHIRLEY M. HUFSTEDLER, HAS WARNED;

> ...ULTIMATELY, QUALITY IN HIGHER EDUCATION CANNOT EXIST IN ISOLATION--ANY MORE THAN AMERICA CAN EXIST APART FROM THE REST OF THE WORLD. COLLEGES AND UNIVERSITIES HAVE A RESPONSIBILITY TO SECONDARY SCHOOLS THAT EXTENDS BEYOND GRIPING ABOUT THE OAFISHNESS OF THE LATEST FRESHMAN CLASS...COURSE REQUIREMENTS FOR ADMISSION VIRTUALLY DICE ACADEMIC HIGH SCHOOL CURRICULA. THE DEGREE TO WHICH YOU TRAIN--OR AS IS TOO FREQUENTLY THE CASE THESE DAYS--DO NOT TRAIN EXCELLENT TEACHERS, WILL COME BACK TO HAUNT YOUR REMEDIAL CLASSES FOR DECADES TO COME. THERE CAN BE NO PRETENSE OF REAL CONCERN ABOUT THE QUALITY OF HIGHER EDUCATION UNTIL AND UNLESS THOSE RESPONSIBILITIES ARE ADDRESSED.

WITHOUT DOUBT, THIS ERA OF HIGH SECONDARY STUDENT DROPOUT AND INADEQUATE PREPARATION MUST BE ENDED PROMPTLY. THERE MUST BE REAFFIRMATION OF A NATIONAL COMMITMENT TO PUBLIC EDUCATION. I URGE EACH OF YOU TO ADDRESS THE DIFFICULTIES WHICH STUDENTS FACE IN MASTERING THE BASIC SURVIVAL SKILLS OF READING, WRITING, AND ARITHMETIC. IN

DOING THIS, I CHALLENGE YOU TO MAKE PRACTICAL AND SPECIFIC SUGGESTIONS FOR THE PROBLEMS. INSTITUTIONS OF HIGHER EDUCATION CAN'T IGNORE THE CRISIS IN ACADEMIC PERFORMANCE AND PUBLIC CONFIDENCE IN SECONDARY SCHOOLS BECAUSE THE QUALITY OF UNIVERSITIES IS DIRECTLY LINKED TO HIGH SCHOOL PROGRAMS.

RECOMMENDATIONS

- MAJOR EMPHASIS SHOULD BE GIVEN TO THE DEVELOPMENT OF COMPREHENSIVE RESEARCH PROGRAMS TO EXAMINE PRESCHOOL AND CLASSROOM EXPERIENCES AND TO ANALYZE THE WAY IN WHICH THESE EXPERIENCES RELATE TO HIGHER EDUCATION.

- EMPHASIS IN TEACHER PREPARATION CURRICULUM SHOULD PREPARE COLLEGE STUDENTS TO COPE WITH THE SPECIAL NEEDS OF SCHOOL-AGE CHILDREN WHO ARE EXPERIENCING DIFFICULTIES IN MEETING THE ACADEMIC GOALS SET BY SCHOOL DISTRICTS.

- STAFF DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL TEACHERS THAT AFFECT POSITIVE CHANGES FOR TEACHERS AND STUDENTS.

- SCHOOL DISTRICTS MUST ASSESS IN-SERVICE PROGRAMS IN THE AREAS OF INSTRUCTIONAL LEADERSHIP, SCHOOL-WIDE GOAL SETTING AND TEACHER, SUPERVISOR AD ADMINISTRATIVE PERFORMANCE PLANNING AND EVALUATION.

- CONTINUED ASSESSMENT AND REASSESSMENT OF CURRICULUM IN ELEMENTARY AND SECONDARY SCHOOLS TO ASSURE THE VIABILITY OF EDUCATIONAL PROGRAMS.

- CREATE A COALITION OF INTERESTED, KNOWLEDGEABLE AND COMMITTED PERSONS TO CREATE A NETWORK/ARENA THAT WILL ENHANCE POSITIVE AND EFFECT EDUCATIONAL OUTCOMES.

- MAKES PRACTICAL AND SPECIFIC SUGGESTIONS TO ALLEVIATE OR AT LEAST LESSEN DIFFIDULTIES STUDENTS FACE IN MASTERING BASIC SKILLS IN READING, WRITING AND ARITHMETIC.